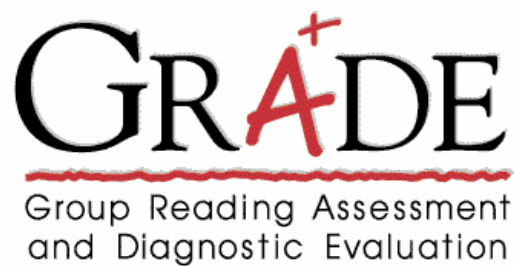# FALL 2006
KENTUCKY ASSESSMENT
INFORMATION MANUAL

Read to Achieve

Pearson Assessments
1313 Lone Oak Road
Eagan, Minnesota 55121
Toll-Free Phone: 800-336-3426 x 6028

IMPORTANT UPDATES FOR FALL

- Read to Achieve Schools will receive a shipment of their materials containing their K-3(A) booklets for Fall testing. Schools will be responsible for bubbling forms.

- Disaggregation data will come from the web data file.
  - You do NOT need to bubble categories on student booklets.
  - Update student categories on web data file-see page 9.

- There are TWO windows for testing this Fall.
  - Pay close attention to the dates corresponding to YOUR window of testing.

- There is a new ship to location to send all your materials to for processing:
  > **Pearson Assessments**
  > ****Attn: Data Prep Dept.**
  > **1313 Lone Oak Road**
  > **Eagan, MN 55121**
  > ****Be sure you use a traceable means to track all boxes shipped.**

- New Project Manager-Cherelyn Werre (800) 336-3426
- Please send Class Rosters complete with Teacher and Student ID's with all booklets.
- The spelling of the Student &Teacher names on each booklet must _exactly_ match the web data file.
- There will no longer be CD's of reports distributed; you will obtain them through the GRADE database.

TABLE OF CONTENTS

CONTACT INFORMATION

Pearson Assessments
1313 Lone Oak Road
Eagan, Minnesota 55121

Kentucky Information:
www.agsnet.com/url/ky.asp
www.agsnet.com/state/kyresource.asp

KENTUCKY REPRESENTATIVE: **DEE MULLEN**
800-328-2560; Ext. 7710
Email: dee.mullen@pearsonlearning.com

PEARSON ASSESSMENTS **CHERELYN WERRE**
PROJECT MANAGER: 800-336-3426; Ext. 6028
Email: cherelyn.werre@pearson.com

CUSTOMER SERVICE/GRADE **LISA RUSS**
MATERIALS: 888-279-1658
Email: lisa.russ@pearsoned.com

KENTUCKY DEPARTMENT
OF EDUCATION

Data Manager: **KILEY WHITAKER**
502-564-7056
Email: Kiley.Whitaker@education.ky.gov

Co-Coordinator: **AUDREY PROCTOR**
502-564-2106
Email: Audrey.Proctor@education.ky.gov

Co-Coordinator: **SANDRA DODSON**
502-564-2106
Email: Sandra.Dodson@education.ky.gov

FREQUENTLY ASKED QUESTIONS - CONTACTS

Who do I contact to report any teacher or student discrepancies on score reports?
(i.e. teacher names/ID's not matching classroom name, student not in the correct grade level etc.)

- Cherelyn Werre 800-336-3426 x 6028
  Cherelyn.werre@pearson.com

Who do you call to order extra student booklets and extra Class/Header sheets?
Make sure prior to each testing session that there are student booklets and class/header sheets for each level.

- Lisa Russ 1-888-279-1658
  Lisa.russ@pearsoned.com

Who do I call for GRADE software technical assistance?

- Pearson Education 1-800-328-2560 *select option 2*

Who do I call if I have questions regarding the GRADE program use in general?
(i.e. understanding the score reports, using the GRL's or scheduling PD for my teachers etc.)

- Dee Mullen 1-800-328-2560 x7710
  Dee.mullen@pearsonlearning.com

Who do I call if I have questions regarding the Web Data File (www.agsschool.com)?

- Kiley Whitaker (502) 564-7056
- Cherelyn Werre (800) 336-3426 x 6028

Where do I send student booklets after testing is complete?
Use a sturdy box to pack and ship all completed booklets for scoring to:

- Pearson Assessments
  Attn: Data Prep Dept.
  1313 Lone Oak Road
  Eagan, MN 551211

  Label boxes: ***Read to Achieve (I, II or III) box 1 of__***

- **There will be no special accommodations for IEP Kids.**
- **Beginning Fall 2006, reports will be available online only.**

'06 – '07 TESTING & SCORING TIMELINE
READ TO ACHIEVE

Fall 2006 Test Administration
Read to Achieve I, II, III - Grades K-3 - Fall 2006
There are 2 windows for testing for Fall 2006-Window 1 and Window 2. It is your responsibility to let Kiley Whitaker know by August 4th which window your school will be testing in.

TEST WINDOW #1	BOOKLETS DUE INTO PEARSON	ALL UPDATES TO WEB DATA FILE DUE	DELIVERY OF REPORTS
8/7-8/18	8/18	8/25	9/25

TEST WINDOW #2	BOOKLETS DUE INTO PEARSON	ALL UPDATES TO WEB DATA FILE DUE	DELIVERY OF REPORTS
8/21-9/1	9/1	9/8	10/7

State Disaggregation Reports
- 10/17

**INTERVENTION TESTING-Schools testing on their own

Tentative Spring 2007 Test Administration
Read to Achieve I, II, III - Grades K-3 - Spring 2007
- RTA I, II & III Round 1 5/1/07-5/12/07
- RTA I, II & III Round 2 5/8/2007-5/19/2007

Database Read Only Dates & Completed Booklets due into Pearson:
- RTA I, II & III Round 1 5/17
- RTA I, II & III Round 2 5/22

Delivery of Score Reports will be staggered:
- RTA I, II & III Round 1 reports uploaded by 6/15
- RTA I, II & III Round 2 reports uploaded by 6/20

State Disaggregation Reports
- July 9th, 2007

GRADE TESTING MATERIALS

Testing Schedule for READ TO ACHIEVE:

Separate Fall and Spring Norms were collected, so if you are testing in the months of July-December, you will use Fall Norms. If you are testing in the months of January-June, you will use Spring Norms (*Page 3 Technical Manual*).
The students take the GRADE test on the level of their instruction.

One Group Identification Sheet per class.

Fall 06 Testing Kindergarten-Third grade students On-Level:

Kindergarten: Level K   Form A
Grade 1:   Level 1   Form A
Grade 2:   Level 2   Form A
Grade 3:   Level 3   Form A

Additional Testing for identified intervention students

Kindergarten: Level P   Form A
Grade 1:   Level K   Form A
Grade 2:   Level 1   Form A
Grade 3:   Level 2   Form A

Optional Intervention Testing Only (Off grade level):
Any student that has a total GRADE test score in Stanine1, 2, or 3 may be considered for additional testing immediately after Fall testing to secure individual diagnostic information.

READ TO ACHIEVE schools will score any intervention tests

Spring 07 Testing Kindergarten-Third grade students On-Level:

Kindergarten: Level K   Form B
Grade 1:   Level 1   Form B
Grade 2:   Level 2   Form B
Grade 3:   Level 3   Form B

TESTING & SHIPPING DIRECTIONS

Fall 2006 Testing:

- Update the Web Data File by the date listed on page 3, depending on which window you're testing in.
    - o Add new students
    - o Move students that have transferred out of your school to the playground
    - o ***Remember***student booklets and what is in the web data file must exactly match in order to be scored and reported on.
- Completely fill out all booklets and Group ID sheets. See pages 8 and 10 for instructions on what to do.
- Make sure you are handing the correct test booklet to each student.
- If a student missed the testing deadline for Pearson to do the scoring, teachers can still test that student(s) and score them using the GRADE software program at their school. These scores will NOT be included in school/district progress reports.

Fall 2006 Shipping:

- All tests must be separated out by class.
- Place each classes test documents in a plastic bag with the corresponding completed Group Identification Form and Class roster on top (Student roster must include teacher name and ID and students names and ID's).
- Complete the label on the outside of the plastic bag with the corresponding teacher name.
- Do NOT place rubber bands around test booklets
- Do NOT staple Group ID Forms or test booklets
- Place bags into sturdy boxes labeled Read to Achieve (I, II, or III), Box 1 of _____ (total number of boxes).
- Be sure to securely tape the boxes shut.
- Ship boxes via UPS or other traceable means to the following Address.
- Your completed materials need to arrive NO LATER than the dates listed under 'Booklets Due into Pearson' depending on which window you're testing in. Please plan accordingly so they arrive on time.

Pearson Assessments
Attn: Data Prep
1313 Lone Oak Road
Eagan, MN 55121

INSTRUCTIONS FOR BUBBLING STUDENT TEST BOOKLETS

All information inside the front cover of the student booklets (K-3) must be neatly written <u>and</u> bubbled in. **It is extremely important that <u>ALL</u> information is complete and bubbled correctly. <u>Without this information fully completed, or if it is completed incorrectly, the students test booklet may not be able to be processed correctly, could be delayed for scoring and historical data for that student can be lost.</u>**

<u>Levels 1, 2, and 3 STUDENT TEST BOOKLETS</u>

- **Last Name** – Write and bubble students last name (Do not include hyphens, commas, apostrophes, etc.).
- **First Name** - Write and bubble students last name (Do not include hyphens, commas, apostrophes, etc.).
- **Student ID –** This must be unique for each student in the entire testing group. This ID is used to keep track of student's progression over time. In order to show progress the student id must remain the same for each round of testing.
- **Test Date** – Be sure to bubble this correctly (MMDDYY).
- **Student Grade Level –** Be sure to bubble the students current academic grade level.
- **Birth Date** – Be sure to bubble this correctly (MMDDYY).
- **Gender** - Be sure to bubble this correctly. (This will also be bubbled in category field).

<u>K STUDENT BOOKLETS</u>

The following information MUST be included on all K student booklets. The information can either be handwritten or typed on to a label-but must include all information listed below

- **First Name**
- **Last Name**
- **Student ID**
- **Test Date**
- **Academic Grade Level (the students level of instruction)**
- **Birth Date (MM/DD/YY)**
- **School Name**
- **Teacher Name**

DISAGGREGATION KEY DIAGRAM

This can be found on the inside cover of your GRADE booklets. For each student, bubble in all defined categories below that may apply. For example: Tom Jones who is a white male, title 1, free lunch, with a physical disability and is EBD; he would be bubbled as follows: Cat 1 position 0 (male), position 2 (free lunch), position 5 (Title 1) Cat 2 position 0 (White), Cat 3 position 6 (Physical Disability) Cat 4 position 0 (Emotional Behavioral Disability)

Cat 2
Position 0 = White
Position 1 = African American
Position 2 = Native American
Position 3 = Asian
Position 4 = Hispanic
Position 5 = Other

Cat. 1
Position 0 = Male
Position 1 = Female
Position 2 = Free Lunch
Position 3 = Reduced Lunch
Position 4 = Migratory
Position 5 = Title 1
Position 6 = '06-'07 Intervention

Cat 3
Position 0 = Developmentally Delayed
Position 1 = Comm. Disability/Speech/Lang Disability
Position 2 = Mild Mental Disability
Position 3 = Multiple Disability
Position 4 = Autism
Position 5 = Other Disability/ Under Section 504/SLD
Position 6 = Physical Disability/Orthopedically impaired
Position 7 = Functional Mental Disability
Position 8 = Hearing Impaired
Position 9 = Visually Impaired

Cat 4
Position 0 = Emotional Behavioral Disability
Position 1 = Other Health Impairment
Position 2 = Deaf/Blind
Position 3 = Traumatic Brain Injury
Position 4 = English Proficiency (ESL)

AGS®

INSTRUCTIONS FOR BUBBLING IDENTIFICATION SHEETS

After the GRADE test has been administered, place the Group Identification Sheet on top of all the student answer documents in that class. Place the Group Identification Sheet with the student answer documents <u>and</u> a printed copy of a student roster into the plastic bag provided (this is useful in case information is missing or incomplete). Complete label on outside of bag with corresponding teacher name and grade level. **<u>DO NOT</u>** place a rubber band around the answer documents or staple the class roster to any of the GRADE documents. Only original student answer booklets can be submitted. Photocopied booklets or pages <u>will not be processed</u>.

<u>Without the below information fully completed or if it is completed incorrectly, the students test booklets may not be able to be processed correctly, it may delay scoring for that student/class and historical data can be lost.</u>

<u>GROUP IDENTIFICATION SHEET</u>
- **School/District Name** – Fill in your <u>school name</u> NOT your district name.
- **School/District ID** – Fill in your school ID number. This ID number is made up of your District ID number plus your School ID number. Thus, it should be a six digit number.
- **Test Date** – Must be bubbled correctly *(MMDDYY). Use the first date the test was administered.*
- **Group/Class ID** – Leave this blank. A unique class ID will be assigned to each Group Identification sheet when materials are received.
- **Teacher/Examiner ID** – This ID must be unique for each teacher within the entire testing group. For a unique ID, use school ID and increase in increments of 01 for each teacher *(Ex: 49105701, 49105702, etc.)*
- **Group/Class Name** – Use teacher/examiner's last name, leave a space, then the word class *(Ex: Judy Johnson = Johnson Class)*
    - ***If you have multiple teachers with the same last name use the first initial of their first name followed by their complete last name and class (Ex. J Johnson Class)**
- **Teacher/Examiner Name** – Use teacher's first and last name *(Judy Johnson).*

Group Identification Form
EXAMPLE ONLY

Directions ✱
- Use a No. 2 pencil only.
- Fill the circle completely.
- Erase any changes cleanly.
- Do not fold, staple, or tear.

School/District Name

AAA KILEY

12345 - example
School/District ID

USE 1st DAY OF TESTING
Test Date

A completed Group Identification Form must precede each group of record forms or booklets. The name and ID number must be filled in for at least one group (School/District or Teacher) in order to scan this form.

123456 - Example
Group/Class ID

12345 - example
Teacher/Examiner ID

Group/Class Name

SMITH CLASS

Teacher/Examiner Name

JOAN SMITH

Office Use Only

TEACHER SCORING DIRECTIONS

In order to score and report on each test, the following composite sections must have been attempted by the student:

LEVEL P
- Phonological Awareness
- Visual Skills
- Concepts
- Listening Comprehension

LEVEL K
- Phonological Awareness
- Early Literacy Skills
- Phoneme-Grapheme Correspondence
- Listening Comprehension

LEVELS 1, 2, 3
- Vocabulary
- Comprehension

A student must complete at least six responses in each composite section in order for Pearson Education to be able to generate a composite score. In order to generate a total test score, all composite sections must have been attempted with a least six items each.

REPORTING

Individual Reports include:

- Individual Score Summary: The report shows raw score, Stanine, percentile, grade equivalent, standard score and NCE for each subtest followed by general descriptor of strength or weakness. The total scores and GSV (growth scale value) are included. One highlight of this report are the Diagnostic Analysis Summary showing criterion referenced information broken down by number correct, number possible and percent correct for each subtest and item type. The Stanine Profile gives an excellent visual representation of the student's performance and strengths and weaknesses.

- Individual Diagnostic Analysis: In addition to the subtest and total test scores found on the Individual Score Summary, this report complements the Diagnostic Analysis Summary with narrative recommendations for interventions and a guide to specific support materials.

- Individual Reading Progress Report: Designed to demonstrate student performance over time, this report shows both a graph and a chart indicating the results of each test administration with the GSV (growth scale value).

- Parent Report: Combining the best elements of each report, the report presents the Stanine Profile and the GSV progress graph with informative narrative outlining the student's strengths and weaknesses.

Group Reports include:

- Group Score Summary: This group report is intended to give the classroom teacher an overall picture of how the entire group performed on each subtest. Each student's subtest and total score totals are included along with a average GSV for the class.

- Group Diagnostic Analysis by Item: For each subtest, this item analysis report provides a chance for the teacher to see each student's response to each item. Totals include local p-value and national p-value for easy comparison along with a breakdown of correct and incorrect response totals.

- Group Diagnostic Analysis by Type: This report allows the classroom teacher to see the class average correct for each type of question found on each subtest. The totals also include the local to national average p-value comparison.

- Group Reading Progress Report: Using the classroom average GSV (growth scale value), this report uses the graph and chart to show how the group progressed at each administration of the test.